R E P O R T  R E S U M E S

ED 018 543 VT 000 667

AN EVALUATION OF ILLINOIS POST-HIGH SCHOOL EDUCATIONAL PROGRAMS IN AGRICULTURE.

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REPORT NUMBER SIUSA-PUB-28 PUB DATE SEP 67
EDRS PRICE MF-$0.50 HC-$2.76 67P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *COOPERATIVE EDUCATION, *POST SECONDARY EDUCATION, INDIVIDUAL CHARACTERISTICS, *PROGRAM EVALUATION, JUNIOR COLLEGES, *VOCATIONAL FOLLOWUP, EDUCATIONAL BACKGROUND, COLLEGE STUDENTS, GRADUATE SURVEYS, STUDENT ATTITUDES, STUDENT EVALUATION, EMPLOYEE EVALUATION, ILLINOIS,

THE MAJOR OBJECTIVE OF THIS STUDY WAS TO ANALYZE THE INFLUENCE OF FIVE POST-HIGH SCHOOL AGRICULTURAL PROGRAMS ON STUDENTS AND TO DETERMINE THE SUCCESS OF THESE STUDENTS WHEN EMPLOYED. A TOTAL OF 183 FIRST-YEAR AND 38 SECOND-YEAR STUDENTS, 17 DROPOUTS OR TRANSFERS AND 26 GRADUATES WERE STUDIED. INFORMATION WAS COLLECTED FROM HIGH SCHOOL RECORDS AND JOB EVALUATION FORMS COMPLETED BY STUDENTS, GRADUATES, COLLEGE SUPERVISORS, AND EMPLOYERS. THE EMPLOYERS AND COLLEGE SUPERVISORS IN GENERAL RATED ALL STUDENT EMPLOYEES HIGH IN INTEGRITY, DEPENDABILITY, COOPERATION, COURTESTY, PERSONAL APPEARANCE, ATTITUDE, AND EMOTIONAL STABILITY AND AVERAGE IN INITIATIVE, JUDGMENT, AND LEADERSHIP. BOTH COLLEGE SUPERVISORS AND EMPLOYERS RATED THEM LOWER ON SKILLS THAN ON GENERAL TRAITS. EMPLOYERS INDICATED THAT 95 PERCENT OF THE ON-THE-JOB TRAINING STUDENTS WOULD BE ACCEPTABLE AS PERMANENT EMPLOYEES. THE MAJORITY OF STUDENTS INDICATED A PREFERENCE FOR A 2-YEAR PROGRAM ALTHOUGH ONE-THIRD WERE INTERESTED IN A COURSE OF MORE THAN 2 YEARS. OF THE GRADUATES, ONLY 11.5 PERCENT WERE EMPLOYED OUTSIDE OF AGRICULTURE. OVER ONE-HALF REMAINED AS PERMANENT EMPLOYEES AT THEIR ON-THE-JOB TRAINING STATION. THE AVERAGE ANNUAL SALARY OF THE 13 REPORTING IT WAS $5,746. THEY RATED ON-THE-JOB TRAINING AND COURSE WORK IN AGRICULTURE AS THE MOST VALUABLE PART OF THE TRAINING PROGRAM. NEARLY THREE-FOURTHS INDICATED THEY WOULD LIKE ADDITIONAL TRAINING IN THE FIELD IN WHICH THEY SPECIALIZED. A SECONDARY SCHOOL RECORD FORM, STUDY EVALUATION FORMS, AND OTHER RELATED INFORMATION ARE INCLUDED. (WB)

ED018543

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By

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OFFICE OF EDUCATION

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*School of Agriculture*
*Publication No. 28*
*September, 1967*

School of Agriculture
Southern Illinois University
Carbondale, Illinois

VT 00667

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## PREFACE

This is a report of the research project, "Evaluation of Illinois Post-High School Educational Programs in Agriculture" conducted from January 1, 1966 to June 30, 1967. The project was financed by the Research Coordinating Unit of the Illinois Board of Vocational Education and Rehabilitation and Southern Illinois University.

Mr. V. E. Burgener, Chief of Research and Statistics, and Mr. Ralph Guthrie, Chief of Agricultural Education, and their staff were most helpful in implementing and conducting the project. Mr. Guthrie and his staff were present and assisted in all contacts with the five junior colleges included in the study.

The cooperation, suggestions, and assistance of the administrators and agricultural faculties of the five junior colleges were greatly appreciated.

Mr. James H. Davis and Mr. Benard A. Kessler, graduate students at Southern Illinois University, deserve special recognition for the time, effort, and suggestions they have contributed to the study.

This project has been approved to continue for a twelve-month period from July 1, 1967 to June 30, 1968. These additional findings will be analyzed and published at a later date.

# CHAPTER 1
## INTRODUCTION

Five junior colleges in Illinois have two-year, post-high school programs in agriculture under the Vocational Education Act of 1963 (Public Law 88-210). Other junior colleges are planning to start such programs.

Evaluation should be an essential and integral part of any educational program. The need for evaluation is emphasized to a greater extent in the Vocational Education Act of 1963 than in previous vocational education legislation. This study is an attempt to provide for a uniform procedure for evaluation of similar types of programs at their beginning.

The basic philosophy of this study, with respect to evaluation, is to determine how well the programs prepare individuals for the world of work. Therefore, the major objective was to analyze the influence of the post-high school programs on the students and to determine how successful these students are when employed. The steps taken to develop this objective were:

1. Collect data on beginning students' background--such as rank in high school graduating class, courses taken in high school, test scores, high school activities, previous work experience, how recruited, special interests, ambitions, and attitudes.

2. Determine student competencies and attitudes at the end of the first-year, after the on-job training as rated by the student, his employer, and his college supervisor.

3. Determine the success of graduates of the programs as measured by placement, performance, and job satisfaction as evaluated by the graduate and his employer.

4. Determine reasons drop-outs left the programs before completing them.

5. Attempt to correlate students' background, interests, and attitudes with success in the programs.

6. Improve and modify the instruments used in this study for later application and use.

7. Make recommendations to strengthen the present programs and to serve as guidelines for future programs.

The procedure and time table for the study was approximately as follows:

1. The original information forms were developed and approved during January and February, 1966.

2. The information forms concerning each student's background, interest, and attitudes were completed for all students in the five schools during March and April, 1966.

3. The forms used to evaluate the student's on-job-training phase of the program were completed from May to October, 1966, to conform to the different time schedules of each of the five schools.

4. The information on new students enrolling in the programs in September, 1966, was collected in October and November, 1966.

5. The follow-up of the graduates who had completed two years in the one school was mailed out in December, 1966, and was completed by January 1, 1967.

6. The information collected on each student was coded on scanner sheets and tabulated by Southern Illinois University Computer Services. (See Appendix A, B, C, D)

# CHAPTER 2

## INVENTORY OF STUDENTS ENTERING POST-HIGH SCHOOL PROGRAMS IN AGRICULTURE

The first phase of the study was an attempt to determine the background, interests, and abilities of the students enrolled in the schools and programs. The five junior colleges, the programs offered, the year started, and the number of students in each are listed in Table 1.

This report is a summarization for the students in the schools and programs listed in Table 1 under 1965. The information for the 1966 students is also summarized in table form. (See Appendix E). Each school received copies of the tables for their 1965 students for comparison purposes.

In the spring of 1966, high school records were available for 238 students who had enrolled in post-high school agricultural programs. Of these students in the five schools, 183 were first-year students, 38 were second-year students, and 17 had either dropped out of school or transferred to another program.

The average age of those in Agricultural Supplies and Agricultural Mechanization was 18.4 years which meant they were nearly all recent high school graduates. The average age of those in Ornamental Horticulture was 22.8 years. This might be explained by the enrollment of a few older students and some transfer students from other college programs into Ornamental Horticulture.

There were 234 male and four female students in all programs. Of the 238 students, 53.5 per cent graduated from high schools within fifty miles of the school they were attending. Five graduated from high schools outside of

TABLE 1

Illinois Schools With Post-High School Programs In Agriculture and the Number Of Students Entering Each Program For 1964, 1965, 1966

| Schools | Agricultural Supplies | | Agricultural Mechanization | | Ornamental Horticulture | | Agricultural Production | | Dropped | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 |
| Canton Community College<br>Canton, Illinois | | | 37 | 44 | | | | | 1 | 1 | 38 | 45 |
| Chicago City College<br>Woodrow Wilson Campus<br>Chicago, Illinois | | | | | 14 | 5 | | | 2 | 1 | 16 | 6 |
| Danville Junior College<br>Danville, Illinois | | | | 8 | 32 | 17 | | 17 | 3 | 1 | 35 | 43 |
| Joliet Junior College<br>Joliet, Illinois | 38[1] | 61 | | | | | | | 6 | 1 | 100 | 62 |
| | 56 | | | | | | | | | | | |
| Wabash Valley College<br>Mt. Carmel, Illinois | 22 | 46 | 22 | 23 | | | | | 5 | 3 | 49 | 72 |
| TOTAL | 116 | 107 | 59 | 75 | 46 | 22 | | 17 | 17 | 7 | 238 | 228 |

[1]Second-year students--Program started in 1964.

Illinois. Table 2 gives the number of students, per cent of students, and the distance of home high schools from the school in which they enrolled.

TABLE 2

Distance of High Schools Attended From Colleges Attended

| Miles from College | Number of Students | Per Cent of Students |
|---|---|---|
| 0-25 | 76 | 32.34 |
| 25-50 | 50 | 21.28 |
| 50-75 | 36 | 15.32 |
| 75-100 | 24 | 10.21 |
| 100-200 | 32 | 13.62 |
| Over 200 | 17 | 7.23 |
| TOTALS | 235 | 100.00 |

Table 3 shows the courses the students took in high school, numbers who took each course, the average number of years they were enrolled in each subject, and the average grade earned computed on a five-point scale.

The grades received for all courses except those listed as vocational were nearly the same--a little less than a 3.0 average or C- on a five-point scale. The average grade for the 176 students who took vocational agriculture was 3.84. This was nearly one grade point higher than in the regular academic courses. The average grade for other vocational courses was 3.20. These courses were in most cases either shop or business courses.

ACT scores were obtained on students where available. The student's standard composite, or average, score was used and was available for 109 of the 238 students. The average score was 15.60, about the same as the average for unselected high school seniors. The number of students with ACT scores was low in schools that do not require ACT scores. The ACT scores from the schools with only a few scores may be higher than the average because these

TABLE 3

High School Course and Grade Records For Two-Year Agriculture Students

| Subjects | Number With One Semester or More Credit | Grade Point Average[1] | Average Years for All Students[2] |
|---|---|---|---|
| English | 236 | 2.79 | 3.50 |
| Language | 58 | 2.75 | .37 |
| Mathematics | 231 | 2.81 | 1.96 |
| Science | 228 | 2.85 | 2.10 |
| Social Studies | 231 | 2.96 | 2.18 |
| Vocational Ag. | 176 | 3.84 | 2.60 |
| Other Vocational Courses[3] | 144 | 3.20 | 1.19 |

[1]Grade point average figured by student grade regardless of number of semesters taken.

[2]Average years is figured by total students.

[3]Other vocational courses are either shop or business courses in most cases.

may represent the scores of students who planned to attend four-year schools or who transferred from four-year programs where these scores are required.

The student's rank in his high school graduating class was obtained for 216 of the 238 students. The average percentile rank was 37.28 or approximately midway in the second quartile. This did not vary much for schools or programs.

The cumulative grade point average at the end of the fall semester was obtained on 212 students who had an average of 3.38 on a five-point scale. In most cases this represented one semester's work except for the 38 second-year students and those advanced students who had transferred into these programs within the same school. Those schools not on a five-point scale were all converted to this scale to obtain an average grade.

In addition to data from high school records, each student was asked to fill out an information form. Of the 238 original students, 215 were available to complete this form at the time of the visit to the school. The 215 students were distributed as follows in the three programs: 111, or 51.6 per cent, were in Agricultural Business or Supply; 60, or 27.9 per cent, were in Agricultural Mechanics or Machinery Technology; 44, or 20.5 per cent, were in Ornamental Horticulture.

The students were asked to give the occupation of their father at the time they enrolled in school. Table 4 indicates approximately two-thirds of the fathers or guardians were engaged in farming and the rest were grouped either in occupations related to agriculture or those not related to agriculture. The number of fathers who were farming was low for students in the Horticulture program--none in the Chicago Horticulture program and approximately one-third in the Danville program.

Of the 215 students who filled out the information form, 76 were commuting. Only two of these indicated they commuted over 40 miles one-way each day. The number and per cent commuting is shown by ten-mile intervals in Table 5.

The students were asked what occupations they planned to be working in five years from the time they entered school if they were not in military service. Table 6 indicates approximately one-fifth of the students planned to be farming. There was only one student in the two Ornamental Horticulture programs that indicated he planned to be farming. Approximately 60 per cent of all students appear in two catagories under related to agriculture, either in sales, service, and clerical or in skilled occupations.

TABLE 4

Occupation of Students' Fathers or Guardians When Enrolled In Agricultural Programs

| Occupations | Number of Students | Per Cent of Students |
|---|---|---|
| Farming | (143) | (67.45) |
| Related to Agriculture | | |
| Professional and Government | 2 | 0.94 |
| Sales, Service, and Clerical | 6 | 2.83 |
| Skilled | 2 | 0.94 |
| Semi-skilled | 1 | 0.47 |
| Owner | 1 | 0.47 |
| TOTAL | ( 12) | ( 5.65) |
| Not Related to Agriculture | | |
| Professional and Government | 14 | 6.60 |
| Sales, Service, and Clerical | 10 | 4.72 |
| Skilled | 11 | 5.19 |
| Semi-skilled | 15 | 7.08 |
| Owner | 4 | 1.89 |
| Deceased | 3 | 1.42 |
| TOTAL | (57) | (26.90) |
| TOTALS | 212 | 100.00 |

TABLE 5

Number of Students Commuting To Colleges and the Distance

| Miles | Number | Per Cent of Total |
|---|---|---|
| 0- 9.9 | 31 | 14.42 |
| 10-19.9 | 22 | 10.22 |
| 20-29.9 | 16 | 7.44 |
| 30-39.9 | 5 | 2.33 |
| 40-49.9 | 1 | 0.47 |
| 50-59.9 | 0 | 0.00 |
| 60-69.9 | 0 | 0.00 |
| 70-79.9 | 0 | 0.00 |
| 80 and over | 1 | 0.47 |
| TOTAL | 76 | 35.35 |
| Not Commuting | 139 | 64.65 |
| TOTAL | 215 | 100.00 |

TABLE 6

Expected Occupation of Students in Five Years
If Not in Military Service

| Occupations | Number of Students | Per Cent of Students |
|---|---|---|
| Farming | (41) | (19.43) |
| Related to Agriculture | | |
| Professional and Government | 13 | 6.16 |
| Sales, Service, and Clerical | 80 | 37.92 |
| Skilled | 48 | 22.75 |
| Semi-skilled | 0 | 0.00 |
| Owner | 1 | 0.47 |
| Other | 14 | 6.64 |
| TOTAL | (156) | (73.94) |
| Not Related to Agriculture | | |
| Professional and Government | 0 | 0.00 |
| Sales, Service, and Clerical | 3 | 1.42 |
| Skilled | 7 | 3.32 |
| Semi-skilled | 1 | 0.47 |
| Owner | 1 | 0.47 |
| Other | 2 | 0.95 |
| TOTAL | (14) | (6.63) |
| TOTALS | 211 | 100.00 |

The students were asked what annual salary or wage they planned to be making five years from time of enrollment if they were not in military service. They were asked to check to the nearest $1,000 on a scale starting at $2,000 and increasing to over $12,000. Table 7 shows the frequency and per cent of those checking each interval on the scale. The median for the 206 who completed the question was $8,530 per year.

Three questions were included on the form in an attempt to determine the following: What factors influenced the students to continue their education? What people influenced them to continue? What combination of factors and people influenced them to go to the school and choose the curriculum in which they were enrolled? They were asked to check the degree of influence on a

TABLE 7

The Yearly Salary or Wage Students Checked They Planned To Be Making Five Years After Enrollment If They Were Not In Military Service

| Expected Salary or Wage | Number of Students | Per Cent of Students |
|---|---|---|
| $ 2,000 | 0 | 0.00 |
| 3,000 | 0 | 0.00 |
| 4,000 | 4 | 1.95 |
| 5,000 | 9 | 4.37 |
| 6,000 | 24 | 11.65 |
| 7,000 | 40 | 19.41 |
| 8,000 | 56 | 27.18 |
| 9,000 | 19 | 9.22 |
| 10,000 | 30 | 14.56 |
| 11,000 | 4 | 1.95 |
| 12,000 | 6 | 2.91 |
| Over 12,000 | 14 | 6.80 |
| TOTAL | 206 | 100.00 |

nine-point rating scale. The 1-3 scale was headed with "little influence," 4-5 "average influence," and 7-9 "major influence."

Table 8 lists factors that influenced them to continue their education after high school. Only one factor had an average value of "major influence." This was "increase earning ability" and only one factor averaged to be of "little influence." This was "military deferment."

The degree of influence certain persons had on the students' decision to continue education after high school is shown in Table 9. Parents and vocational agriculture teachers rated the highest with parents being the most important.

The influence of persons and factors in the selection of school and program is shown in Table 10. Agriculture teachers, parents, location of school, and the ability to work part-time ranked highest with ratings between four and five.

TABLE 8

Degree of Influence Certain Factors Had On Students' Decision To Continue Education After High School

| Factors | Little Influence 1 2 3 | Average Influence 4 5 6 | Major Influence 7 8 9 |
|---|---|---|---|
| Friends continuing in school | | 3.6 | |
| Lack of employment opportunities | | 4.3 | |
| Military deferment | | 2.7 | |
| Increase earning ability | | | 7.4 |
| Social prestige | | 4.3 | |
| Enjoy school work | | 4.3 | |
| Enjoy school activities | | 4.5 | |

TABLE 9

Degree of Influence Certain Persons Had On Students' Decision To Continue Education After High School

| Persons | Little Influence 1 2 3 | Average Influence 4 5 6 | Major Influence 7 8 9 |
|---|---|---|---|
| Parents | | | 5.9 |
| Brother or sister | | 3.4 | |
| Other relatives | | 3.9 | |
| Friends | | 4.4 | |
| Vocational agriculture teacher | | | 5.2 |
| Other teacher | | 4.5 | |
| Guidance counselor | | 4.3 | |
| School administrator | | 4.0 | |

TABLE 10

Degree of Influence Certain Persons and Factors Had On Students' Selection of Their School and Program

| Persons and Factors | Little Influence 1 2 3 | Average Influence 4 5 6 | Major Influence 7 8 9 |
|---|---|---|---|
| Parents or relatives | | | 4.7 |
| Friends | | | 3.4 |
| Vocational Agriculture teacher | | | 5.0 |
| Other teachers | | | 3.2 |
| Low tuition | | | 3.6 |
| Location of School | | | 4.8 |
| Ability to work part-time and attend school | | | 4.1 |

Students in all three programs were asked to rate their desire for types of work situations and conditions. The results are shown in Table 11. The highest rank was given for wanting to "work out-of-doors" and the lowest desire for "office work." This probably is due to the age of the students since most young people desire active out-of-doors types of occupations. The opportunity to work with their hands, with machinery, and plants and animals, all rated high and varied by programs much as would be expected. Those items usually associated with the direction and supervision of others all rated high with "owner" being the highest in this group.

Table 12 shows how students rated the value of courses taken in high school. Vocational agriculture rated highest, and language and social studies rated lowest.

## TABLE 11

### Students' Rating of a Desire For Different Types of Work Situations

| Work Situations | Little Desire 1 2 3 | Average Desire 4 5 6 | Major Desire 7 8 9 |
|---|---|---|---|
| Working out-of-doors | | | 7.5 |
| Working with hands | | | 6.7 |
| Working with machinery | | | 6.3 |
| Working with plants or animals | | | 6.4 |
| Working foreman | | | 5.9 |
| Office work | | | 3.9 |
| Sales work | | | 5.1 |
| Educational work | | | 4.3 |
| Supervising others | | | 5.9 |
| Traveling position | | | 4.7 |
| 40 hour week or less | | | 4.2 |
| Manager | | | 6.7 |
| Owner | | | 7.1 |

## TABLE 12

### Students' Opinions of the Value of High School Course Areas In College and In Future Work

| Course Areas | Less Help Than Average Course 1 2 3 | About Equal To Average Course 4 5 6 | More Help Than Average Course 7 8 9 |
|---|---|---|---|
| English | | | 5.6 |
| Language | | | 4.3 |
| Mathematics | | | 6.4 |
| Science | | | 6.2 |
| Social studies | | | 4.6 |
| Vocational Agriculture | | | 7.5 |

The students were asked to list their high school activities, offices held, and to rate the value of these activities. In obtaining the average value of an activity, each was considered only for the highest office held.

Table 13 shows the results with three activities identified and all the rest grouped under "other activities." Offices were identified for the three common offices; the rest were listed under "other office." Credit was given for office held under athletics only for team captain or president of the lettermen's club. The ratings for all activities were high with all FFA rating averaging seven or more.

The work experience after 16 years of age for the 215 students is shown in Table 14. The type of work is grouped under three headings--farm, related to agriculture, and non-agricultural work. The employers were listed as father, other, or self-employed. Work experience was rated near seven in all cases.

The programs in all five schools are now two-year programs. Students were asked to check what length course they would prefer in their present curriculum. Table 15 shows the frequency checked on each of the six choices. The majority of the students checked a two-year program, but over one-third checked a preference for a program of over two years.

TABLE 13

Students' High School Activities, Other Than Class Work and The Value Rating of These Activities

| High School Activities | Office | Number | Little Value 1 2 3 | Average Value 4 5 6 7 | Major Value 8 9 |
|---|---|---|---|---|---|
| Future Farmers of America | President | 42 | | | 8.0 |
| | Vice-President | 18 | | | 7.6 |
| | Secretary & Treasurer | 25 | | | 7.2 |
| | Other Office | 24 | | | 7.0 |
| | Member only | 35 | | | 7.1 |
| TOTAL | | 144 | | | |
| Class Officer or Student Council | President | 10 | | | 6.4 |
| | Vice-President | 8 | | | 5.8 |
| | Secretary & Treasurer | 4 | | | 6.2 |
| | Other Office | 7 | | | 6.1 |
| | Member only | 8 | | | 6.2 |
| TOTAL | | 37 | | | |
| Athletics | Team Captain | 15 | | | 7.8 |
| | Team Member | 52 | | | 5.7 |
| TOTAL | | 67 | | | |
| Other Activities | President | 24 | | | 7.2 |
| | Vice-President | 12 | | | 6.0 |
| | Secretary & Treasurer | 6 | | | 6.8 |
| | Other Office | 14 | | | 6.9 |
| | Member only | 67 | | | 4.7 |
| TOTAL | | 123 | | | |

TABLE 14

Students' Work Experience After the Age of 16 Years and the Value Rating of This Experience

| Type of Work Experience | Employer | Number | Little Value 1 2 3 | Average Value 4 5 6 | Major Value 7 8 9 |
|---|---|---|---|---|---|
| Farm | Father | 92 | | | 7.6 |
| | Other | 93 | | | 6.9 |
| | Self-Employed | 11 | | | 8.1 |
| TOTAL | | 196 | | | |
| Related to Agriculture | Father | 14 | | | 7.2 |
| | Other | 102 | | | 7.6 |
| | Self-Employed | 4 | | | 6.7 |
| TOTAL | | 120 | | | |
| Non-Agriculture Work | Father | 6 | | | 6.8 |
| | Other | 180 | | | 6.2 |
| | Self-Employed | 5 | | | 7.2 |
| TOTAL | | 191 | | | |

TABLE 15

Length of Course Students Would Prefer Who Are Now Enrolled In Two-Year Programs

| Length of Course | Number of Students | Per Cent of Students |
|---|---|---|
| 6 months | 4 | 1.90 |
| 1 year | 6 | 2.84 |
| 2 years | 129 | 61.14 |
| 3 years | 37 | 17.53 |
| 4 years | 35 | 16.59 |
| Over 4 years | 0 | 0.00 |
| TOTAL | 211 | 100.00 |

## CHAPTER 3

## STUDENT COMPETENCIES AND ATTITUDES AT THE END OF THE FIRST-YEAR ON-JOB TRAINING

The second phase of the study was to try to determine student competencies and attitudes at the end of the first-year on-job training as rated by the student, his employer, and his college supervisor. The Employer Evaluation (Form 2a) was completed on 121 students in the program. The College Supervisor's Evaluation (Form 2b) was completed on 134 students, and 131 students completed the Student Employee Evaluation (Form 2c). The one school in the second year of operation reported only their second-year students in this phase of the program. Drop-outs from the programs and failure to complete the forms accounted for the other students not included in this phase of the report.

The persons making the employer evaluation listed their title or duties as follows: Approximately one-half were managers, one-third were owners, and the rest were either foremen or had a similar rank.

The employers and college supervisors were asked to rate each student on twelve general traits and on eight general job skills. These items were the same on the rating scales for both groups again using a nine-point scale to indicate below average, average, and above average. Table 16 shows the average value for all students rated on general traits both by employers and college supervisors and the actual number of students rated for each trait. The number of students varies for each trait or skill due to the lack of opportunity to observe all students in certain situations. The main value of such scales is for

evaluating individuals. Averages for all students have little value other than to determine if certain traits or skills are weak or strong for all students in all programs.

The employers and college supervisors in general rated all student employees high in integrity, dependability, responsibility, cooperation, courtesy, and personal appearance, attitudes, and emotional stability. They also showed agreement in rating the student employees lower in initiative, judgment, and leadership. The low rating in these traits may be a reflection of the age of the students (19+ years of age) rather than due to their training programs.

Table 17 shows the combined rating of employers and college supervisors on skills that would apply to the trainees' work. In general, both groups rated them lower on skills than they did on general traits. Both groups gave the trainees their lowest rating in penmanship and salesmanship.

Questions 9, 10, 11, and 12 on the Employer Evaluation (Form 2a) were combined to indicate employers' attitudes and interests in the students and program. Table 18 indicates the employers in general felt the length of the on-job-training period was about right and less than average time was required to train these employees. They rated their employees above average and showed a high degree of interest in continuing as a training station.

TABLE 16

The Average Rating Trainees Received On General Traits As Rated By Employees (///) and College Supervisors (###) and the Number Rated By Each

| General Traits | Below Average 1 2 3 | Average 4 5 6 | Above Average 7 8 9 | |
|---|---|---|---|---|
| Integrity: Trustworthiness, honesty and loyalty | | | /////////////////////// | 7.7 |
| | | | ####################### | 7.0 |
| Dependability: Promptness & reliability in attendance | | | /////////////////////// | 7.7 |
| | | | ####################### | 7.0 |
| Responsibility: Willingness with which work is accepted and performed | | | ////////////////////// | 7.4 |
| | | | ###################### | 6.7 |
| Initiative: Ability to plan & direct one's own work | | | ////////////////// | 6.2 |
| | | | ################## | 6.1 |
| Judgment: Ability to make sound accurate decisions | | | ////////////////// | 6.2 |
| | | | ################## | 5.9 |
| Cooperation: Ability to work in harmony | | | /////////////////////// | 7.6 |
| | | | ####################### | 7.0 |
| Leadership: Qualities of understanding people and directing work of others | | | ///////////////// | 6.0 |
| | | | ################# | 5.7 |
| Attitudes Toward Work: Degree of enthusiasm with which he performs his work | | | ////////////////////// | 7.0 |
| | | | ###################### | 6.5 |
| Emotional Stability: Poise and self-control | | | ////////////////////// | 7.0 |
| | | | ###################### | 6.3 |
| Courtesy and Friendliness: Skills in expressing consideration and kindness toward others | | | /////////////////////// | 7.3 |
| | | | ####################### | 6.9 |
| Personal Appearance: Neatness, cleanliness, appropriate dress and grooming | | | /////////////////////// | 7.3 |
| | | | ####################### | 7.2 |
| Potentialities: Ability to meet and to apply one's self to new situations | | | ////////////////// | 6.7 |
| | | | ################## | 6.2 |

## TABLE 17

**The Average Rating Trainees Received On Job Skills As Rated By Employees (///) and College Supervisors (###) and the Number Rated By Each**

| Job Skills | Below Average 1 2 3 | Average 4 5 6 | Above Average 7 8 9 | |
|---|---|---|---|---|
| Mathematical ability | | | | 6.3<br>5.6 |
| Use of good English | | | | 6.6<br>5.8 |
| Speech, ability to convey ideas | | | | 6.3<br>5.7 |
| Penmanship | | | | 5.8<br>5.4 |
| Knowledge of merchandise | | | | 6.3<br>6.4 |
| Salesmanship | | | | 5.7<br>5.4 |
| Mechanical Aptitude | | | | 6.6<br>6.1 |
| Stockkeeping ability, orderliness | | | | 6.4<br>6.2 |

**TABLE 18**

**Employers' Attitudes and Interests In the Trainees and Programs**

| Questions | Below Average 1 2 3 | Average 4 5 6 | Above Average 7 8 9 |
|---|---|---|---|
| How would you rate this employee compared to other beginning employees you have hired? | | | 6.9 |
| | Too Short 1 2 3 | About Right 4 5 6 | Too Long 7 8 9 |
| How would you rate the length of the on-job-training period? | | | 4.6 |
| | Little Time 1 2 3 | Average Time 4 5 6 | Considerable Time 7 8 9 |
| How much time was required in training of this employee? | | | 4.2 |
| | Little Interest 1 2 3 | Average Interest 4 5 6 | High Interest 7 8 9 |
| Are you interested in continuing as a training station? | | | 7.6 |

When the employers were asked if they would hire their student trainee as a permanent employee 112 marked "yes" and only 6 marked "no." The averages in the preceding tables represent in many cases a wide range in ratings, but it is very encouraging to find that 95 percent of the students would be acceptable as permanent employees to their employers.

When questions 8, 9, and 10 on the College Supervisor's Evaluation (Form 2b) are grouped in Table 19, it shows that they agree with the length of the on-job-training period which they probably were largely responsible for designing. They also appear to rate both their students and their training stations above average. These ratings would probably only have meaning as they are applied to individual trainees and training stations, and mean very little as averages.

Table 20 is taken from the Student Employee Evaluation (Form 2c). The students were asked to rate the value of certain factors and persons as to the degree of value they contributed to their success as a student worker. The students rated their college courses and their employer or trainer the most valuable, and the high school courses, college supervisory visits, and special-on-job schools as the least valuable.

The average length of the first work experience for all students and programs was 14 weeks. The students rated this as about the right length of time. They indicated that, in their opinion, about 38 percent of the total two-year program should be devoted to on-job training.

The students indicated they would prefer the first work experience approximately halfway in a two-year curriculum. They also checked that they had an opportunity to obtain a broad experience in the total operation and conduct of the training agency. This average again would indicate a wide range of responses to this question. They rated their work experience a little higher

than the courses they had taken in college. They felt the pay received for the on-job training was too little.

When asked if they would accept a permanent position with the firm in which they did their work experience, 64 percent said "yes" and 36 percent said "no." Many reasons were given for both types of answers.

TABLE 19

College Supervisors' Rating of Trainees, Length of Training Period, and Training Stations

| Questions | Below Average 1 2 3 | Average 4 5 6 | Above Average 7 8 9 |
|---|---|---|---|
| How would you rate this trainee compared to other trainees you supervised? | | | 6.1 |
| | Too Short 1 2 3 | About Right 4 5 6 | Too Long 7 8 9 |
| How would you rate the length of the on-job-training period? | | | 4.7 |
| | Below Average 1 2 3 | Average 4 5 6 | Above Average 7 8 9 |
| How would you rate this training station compared to others you supervised? | | | 6.1 |

TABLE 20

Student Employees Rating of Certain Factors and Persons As To Their Value To Their Success As Workers

| Factors Contributing to Success | Little Value 1 2 3 | Average Value 4 5 6 7 | Major Value 8 9 |
|---|---|---|---|
| High School Courses | | | 5.1 |
| College Courses | | | 6.9 |
| Previous Work Experience | | | 6.2 |
| Special On-Job Schools | | | 4.7 |
| College Teachers | | | 6.2 |
| College Supervisory Visits | | | 5.3 |
| Employer or Trainer | | | 7.1 |
| Other Employees | | | 6.2 |

# CHAPTER 4

## SUCCESS OF GRADUATES OF THE POST-HIGH SCHOOL PROGRAMS

The third phase of this evaluation project was the contacting of the graduates and their employers six months after graduation. The only school and program that had graduates in 1966 was the Agriculture Supply Program in Joliet Junior College, which was started in 1964. Thirty-eight students completed this program in June, 1966. Table 21 shows the status of the 38 graduates as of September 1, 1966. Over one-half of the students remained as permanent employees at their on-job training stations. When those in military service are excluded, only 7.99 per cent were employed outside the field of agriculture.

On October 26, 1966, the latest mailing addresses of employers were obtained from the Joliet agriculture faculty. During the approximate two-month period from September 1 to October 26, some of the students had already made changes. Two additional students had enrolled in four-year colleges, three were in military service, and others had changed employers. It would appear that 20-year-old students graduating from two-year programs at a time of high military draft, high employment, and greater emphasis on education may make several changes after graduation. Because of the number of changes being made, the home mailing addresses of the graduates was used in contacting them. Information forms were mailed to the employers and graduates in November, 1966.

TABLE 21

Status of 38 June, 1966 Graduates of Joliet Junior College
As of September 1, 1966

| Status | Number of Students | Per Cent |
|---|---|---|
| Continued Education in Agriculture | 7 | 18.4 |
| Employed with Training Station as Permanent Employees | 22 | 58.0 |
| Employed by Agricultural Business Other than Training Station | 1 | 2.6 |
| Farming | 3 | 7.9 |
| Military Service | 2 | 5.2 |
| Employed by Non-Agricultural Business | 3 | 7.9 |
| TOTALS | 38 | 100.0 |

Of the 38 students contacted, 26 mailed in returns in time to be included. Table 22 shows the status of the 26 graduates at the time they completed the information form. If we exclude those in military service from those making returns, only 11.5 per cent were employed outside of agriculture. Over one-third of the graduates were working for firms related to agriculture, and approximately one-fourth were continuing their education.

The graduates were asked their approximate yearly salary. Thirteen of the 26 answered this question. The average salary reported was $5,746. Seven were working for the same employer with whom they did their on-job training, and three others indicated they planned to return to the same employer after completing additional education.

TABLE 22

Status of 26 Graduates Reporting As of December, 1966

| Status | Number of Students | Per Cent |
|---|---|---|
| Continued Education in Agriculture | 7 | 26.92 |
| Employed by Agricultural Business | 9 | 34.62 |
| Farming | 3 | 11.54 |
| Military Service | 4 | 15.38 |
| Employed by Non-Agricultural Business | 3 | 11.54 |
| TOTALS | 26 | 100.00 |

The graduates were asked to check the main source through which they learned about the opening for their present position. Those in school and in military service also completed this question. Table 23 shows the number checking each source; three of the graduates checked more than one source. The three sources most often checked were through personal effort, through friend or relative, and through the school from which they graduated.

Table 24 lists seven factors. The graduates were asked to indicate the degree of influence each of these factors had on their acceptance of their present position. Rate of pay, living near home, and influence of parent were all rated as being of less than average influence. Opportunity for advancement, working conditions, person doing the hiring, and the desire for further education were all rated as being above-average influences.

TABLE 23

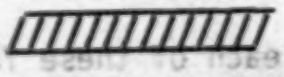
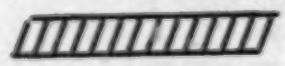
Main Source Through Which Present Position Was Located

| Source | Number Checking |
|---|---|
| Through Advertisement | 0 |
| Through Friend or Relative | 7 |
| Through School From Which You Graduated | 6 |
| Through On-Job Training | 1 |
| Through Personal Effort | 8 |
| Through Public Employment Office | 0 |
| Through Opening Known of Before Attending Two-Year Program | 1 |
| Other | 2 |
| TOTAL | 28[1] |

[1]Three checked more than one source.

TABLE 24

Degree of Influence Certain Factors Had On Graduates Selecting Present Position

| Factors | Little Influence 1 2 3 | Average Influence 4 5 6 | Major Influence 7 8 9 |
|---|---|---|---|
| Highest rate of pay of any position available |  | | 4.3 |
| Opportunity for advancement | | | 6.6 |
| Opportunity to live at home or near home | | | 4.7 |
| Desirable working conditions | | | 6.2 |
| Personality and attitude of person doing the hiring | | | 6.0 |
| Desire for further education | | | 6.4 |
| Influence of parent, relative or friend |  | | 4.2 |

The graduates were asked to check the chief reason for changing to another occupation if their job was different from the work for which they were trained. Table 25 shows the number checking each reason. Not many of the responses' opportunities given them were checked with eleven checking "other" and then giving an explanation. The given responses did not seem to describe accurately the reason for the large number of graduates going on to four-year college programs and those going into service.

TABLE 25

Chief Reason Given By Graduates For Not Being In Work For Which They Were Trained

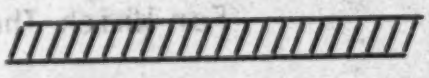
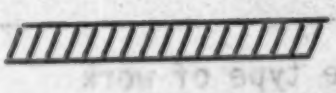
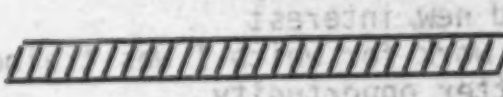
| Reasons | Number Checking |
|---|---|
| Am working in same type of work | 5 |
| No job available in my field | 1 |
| Developed new interest | 2 |
| Disliked work for which I was trained | 0 |
| Found better opportunity | 2 |
| Never intended to stay in this type of work | 0 |
| Instruction program was most nearly related to present work I could find | 0 |
| This work pays better | 2 |
| Other (Explain) | 11 |
| TOTAL | 23 |

Table 26 shows what the graduates consider to be the advantages of having completed their training program. The fact that it provided a foundation for additional training was given the highest rating and seems to be reinforced by the large number electing to continue their education. The training was a good foundation for advancing in their job, it helped them to obtain employment. Both of these factors were rated approximately equal. That it helped them start at a higher wage was rated as having the least value. This is surprising since "increase earning ability" was the major reason given for continuing

their education after high school when the students enrolled in two-year programs.

TABLE 26

Graduates' Rating of Certain Factors As Reasons For Completing Training Program

| Reasons | Little Value 1 2 3 | Average Value 4 5 6 | Much Value 7 8 9 |
|---|---|---|---|
| It helped me to obtain employment |  | | 6.4 |
| It gave me a good foundation for advancing in the job | | | 6.5 |
| It helped me to begin at a higher wage |  | | 4.9 |
| It provided a foundation for additional training and education |  | | 7.2 |

The activities involved in a training program were listed, and the graduates were asked to rate the value of each. Table 27 shows their value as rated by the graduates. On-job training and classwork in agriculture received the highest rating. Classwork other than agriculture, contact with students of similar interests, and individual counseling by faculty received about equal rating. School clubs and social activities received the lowest rating.

Table 28 was an attempt to have the graduates rate factors indicating possible success in the training program from which they had just graduated. They felt that recommendations of high school teachers, personal interviews, grades in related high school vocational courses, and a written statement by the student would be of most value. They also felt that rank in high school

TABLE 27

Graduates' Rating of Activities In Their Training Programs

| Activities | Little Value 1 2 3 | Average Value 4 5 6 | Much Value 7 8 9 |
|---|---|---|---|
| Classwork in agriculture | | | 7.3 |
| On-job training | | | 8.0 |
| Classwork other than agriculture | | | 6.2 |
| Contact with students of similar interests | | | 6.6 |
| Individual counseling by faculty | | | 6.6 |
| School clubs and social activities | | | 4.4 |

graduating class and test scores would be of the least value, although success as measured by first semester grades showed a rather high correlation with rank in high school graduating class and ACT scores.

Nearly three-fourths of the 26 graduating students indicated they would like additional training in the field in which they were employed. Probably the strongest indication of their opinion of the program was the fact that 25 of the 26 graduates said they would recommend this training program to their best friend.

Twelve employers of the graduates completed the Employer Evaluation Form 3a. The persons completing the employer eveluation listed their title or duties as follows: nine as manager or president, two as foreman or supervisor, and one did not list his title.

TABLE 28

Graduates' Rating of Certain Factors As Methods of Selecting Students For Two-Year Programs

| Factors | Little Value 1 2 3 | Average Value 4 5 6 | Much Value 7 8 9 |
|---|---|---|---|
| Total high school grades | | | 5.4 |
| Rank in graduating class | | | 4.8 |
| Test scores (ACT, I.Q., etc.) | | | 4.9 |
| Grades in related high school vocational courses | | | 6.7 |
| Recommendation of high school principal and teachers | | | 6.4 |
| Personal interview and screening process by college personnel | | | 6.9 |
| Written statement by student of reason for wanting to attend school | | | 6.4 |
| Previous work experience | | | 5.6 |

The employers were asked to rate the graduate employees on the same twelve general traits and the eight job skills used for the on-job training students. The average rating on both scales showed the same general pattern as that found for the students at the end of their on-job training period. They rated their graduate employee above average of the beginning employees hired. They showed a high interest in hiring other employees with this type training in the future.

The employers were asked to rate seven reasons for having post-high school agricultural programs. Table 29 gives the average value the twelve employers gave for each. They indicated the most valuable reason for post-high school

agricultural programs was an opportunity for additional training for students who would not attend a four-year college. The fact that it might save industry and business time and money was considered of least value.

TABLE 29

Employers' Rating of Reasons Given For Having Post-High School Programs In Agriculture

| Reasons | Little Value 1 2 3 | Average Value 4 5 6 | Major Value 7 8 9 |
|---|---|---|---|
| Furnish employers with list of employees | | | 6.7 |
| Offers to business and industry graduates which are more mature and therefore more employable than high school graduates | | | 7.4 |
| Saves industry and business time and money in the training of new employees | | | 5.9 |
| Gives broader background and training than industry usually offers | | | 7.1 |
| Offers a source of future supervisors, managers, and foremen | | | 7.1 |
| Gives students who would not attend a four-year college an opportunity for additional schooling and training | | | 8.3 |
| Furnishes a more practical type of training than is usually offered by four-year colleges | | | 7.2 |

## CHAPTER 5

## SUMMARY AND CONCLUSION

1. To the degree that first semester grades indicate future academic success, it would appear that students in the lower one-half of their graduating class will be able to be successful in these vocational programs.

2. The majority of the students in these programs, other than in Ornamental Horticulture, are farm boys with vocational agriculture backgrounds.

3. The parents and the vocational agriculture teachers have the most influence on students entering these programs. This should be recognized in the recruiting for the programs other than Ornamental Horticulture.

4. Most of the students expressed an interest and a desire for ownership and supervisory positions.

5. Students believed that in comparison to other courses they have taken in high school, vocational agriculture would be most helpful to them in these programs and in future work.

6. The majority of the students had been active in one or more extra-class activities and felt these activities were of value to them.

7. Most of the students have had work experience after the age of 16 years and in most cases felt it had been a major value to them.

8. The majority of students indicated a preference for a two-year program although one-third indicated an interest in a course of more than two years.

9. Employers and college supervisors in general voted all student employees high in integrity, dependability, responsibility, cooperation, courtesy,

and personal appearance. They also showed agreement in rating the student employees average in initiative, judgment, and leadership.

10. The employers showed a high degree of interest in continuing as a training station.

11. The employers indicated that 95 per cent of the on-job training students would be acceptable as permanent employees.

12. The students felt that 38 per cent of the total two-year program should be devoted to on-job training.

13. The students felt that the pay rate was too low for the on-job training.

14. Several students remain after graduation as permanent employees at their on-job training stations.

15. It would appear that 20-year-old students graduating from two-year programs at a time of high military draft, high employment, and greater emphasis on education may make several changes after graduation.

16. Graduates rate their on-job training and their course work in agriculture as having the greatest value to them.

17. Nearly three-fourths of the 26 graduates indicated they would like additional training in the field in which they specialized.

18. Twenty-five of the 26 graduates said they would recommend the program to their best friend.

# SOUTHERN ILLINOIS UNIVERSITY - DATA PROCESSING AND COMPUTING CENTER
## GENERAL PURPOSE DATA FORM

SIDE 1



1A

I.D. | Year | School | Age | Sex | Distance | State | English | Language | Math | Science | Social S. | Vo. Ag. | Other | ACT | Rank | Class | Classification

1B

LAST | FIRST | INITIAL

Program | Occupation | Commuting | Future Occupation | Salary | 8 | 9 | 10 | 11 | 12



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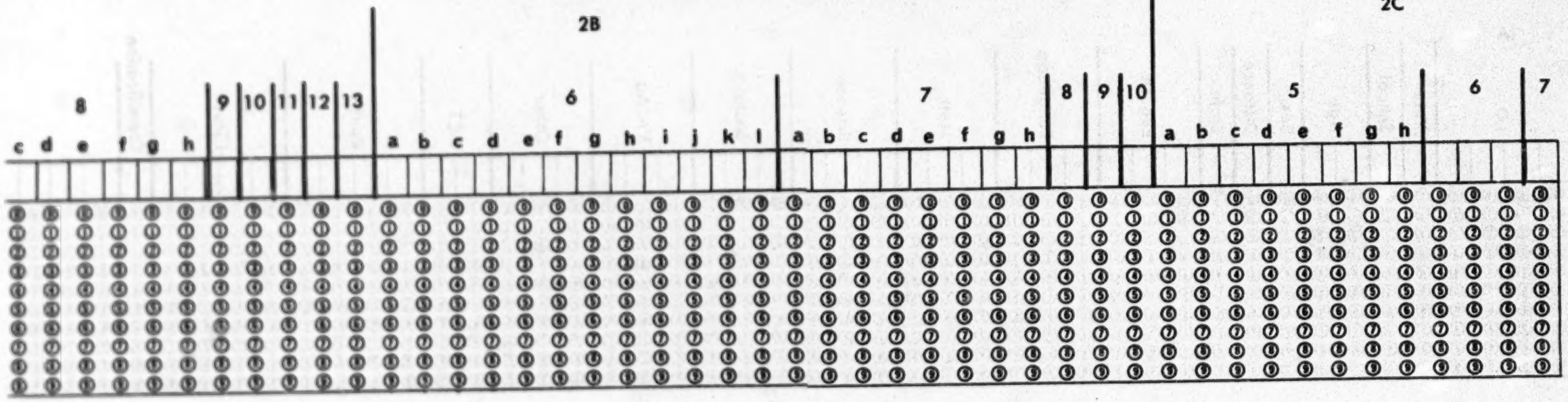
SIDE 2

SOUTHERN ILLINOIS UNIVERSITY

KEEP THIS SHEET CLEAN - DO NOT FOLD IT OR BEND THE CORNERS



APPENDIX B Form 1a

## Secondary School Record

School ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

Name_____ Age_____ Sex_____

High School_____ City_____ State_____

## Class Record

| Subjects | Years | Grades |
|---|---|---|
| English | 1 2 3 4 | _____ |
| Language | 1 2 3 4 | _____ |
| Mathematics | 1 2 3 4 | _____ |
| Science | 1 2 3 4 | _____ |
| Social Studies | 1 2 3 4 | _____ |
| Vocational Agriculture | 1 2 3 4 | _____ |
| Other Vocational Courses | 1 2 3 4 | _____ |

## Test Record

ACT Scores_____

Applicant ranks_____ in a graduating class of_____ students.

1. School: ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name _____

3. Program: ( ) Agricultural Business or Supply
( ) Agricultural Mechanics or Machinery Technology
( ) Ornamental Horticulture

Other _____

4. Father's or guardian's occupation _____

5. Do you commute to school? _____ Yes _____ No If yes, _____ miles one way

6. In what occupation do you plan to be working five years from now if you are not in military service? (If you cannot name the occupation, describe type of activities you plan to be performing.) _____

_____

7. What salary or wage per year do you plan to be making five years from now if you are not in military service? (Check below)

( ) $2,000 ( ) $3,000 ( ) $4,000 ( ) $5,000 ( ) $6,000 ( ) $7,000

( ) $8,000 ( ) $9,000 ( ) $10,000 ( ) $11,000 ( ) $12,000 ( ) Over $12,000

8. To what degree did the following factors influence your decision to continue your education after high school? (Please check degree of influences on each rating scale.)

| | Little Influence | | | | Average Influence | | | | Major Influence |
|---|---|---|---|---|---|---|---|---|---|
| (a) Friends continuing in school | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Lack of employment opportunities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Military deferment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Increase earning ability | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Social prestige | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Enjoy school work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Enjoy school activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Other _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

9. What degree of influence did the following persons have on your decision to dontinue your education after high school? (Please check degree of influence on each rating scale.)

| | Little Influence | | | Average Influence | | | Major Influence | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Parents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Brother or sister | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Other relatives | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Friends | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Vocational Agriculture teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Other teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Guidance Counselor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) School administrator | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (i) Other _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

10. What degrees of influence did the following persons or factors have in your selecting this school and this curriculum? (Please check degree of influence on each rating scale.)

| | Little Influence | | | Average Influence | | | Major Influence | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Parents or relatives | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Friends | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Vocational agriculture teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Other teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Low tuition | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Location of school | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Ability to work part-time and attend school | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Other _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

11. Rate your personal desire for the following types of work situations. (Please check each rating scale.)

| | Little Desire | | | Average Desire | | | Major Desire | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Working out-of-doors | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Working with hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Working with machinery | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Working with plants or animals | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Working foreman | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Office work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Sales work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Educational work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (i) Supervising others | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (j) Traveling position | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (k) 40-hour week or less | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (l) Manager | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (m) Owner | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

12. In comparison to other courses in high school, how helpful do you expect the following course areas to be in college and in future work? (Please check each rating scale if course has been taken.)

| | Less Help Than Average Course | | | About Equal to Average Course | | | More Help Than Average Course | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) English | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Language | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Mathematics | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Science | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Social Studies | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Vocational Agriculture | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Other _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

13. In what significant high school activities have you participated? List membership and offices held and rate value of each as to their worth to you.

| | Activity | Office | Little Value / Average Value / Major Value |
|---|---|---|---|
| a. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| b. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| c. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| d. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |

14. What work experience have you had, with or without pay, after the age of 16 years? List work experience and value of each as to their worth to you. (Include military service.)

| | Activity | Office | Little Value / Average Value / Major Value |
|---|---|---|---|
| a. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| b. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| c. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |
| d. | _____ | _____ | 1 2 3 4 5 6 7 8 9 |

15. What length course would you prefer in your present curriculum? (Check one)

( ) 6 months
( ) 1 year
( ) 2 years
( ) 3 years
( ) 4 years
( ) Over 4 years

16. Comments:

APPENDIX C

Form 2a

EMPLOYER EVALUATION

1. School: ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name of Trainee _____

3. Program: ( ) Agricultural Business or Supply
( ) Agricultural Mechanics or Machinery Technology
( ) Ornamental Horticulture
( ) Other _____

4. Name of training station _____

Address of training station _____

5. Name of person making this evaluation _____

Title or duties of above person _____

6. Number of fulltime employees _____

7. Please rate the above trainee on each of the traits listed below. Rate by placing a check mark on each rating scale.

| GENERAL TRAITS | Below Average | | | Average | | | Above Average | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (a) Integrity: Trustworthiness, honesty and loyalty | | | | | | | | | |
| (b) Dependability: Promptness and reliability in attendance | | | | | | | | | |
| (c) Responsibility: Willingness with which work is accepted and performed | | | | | | | | | |
| (d) Initiative: Ability to plan and direct one's own work | | | | | | | | | |
| (e) Judgment: Ability to make sound decision | | | | | | | | | |
| (f) Cooperation: Ability to work with others in harmony | | | | | | | | | |
| (g) Leadership: Qualities of understanding people and directing work of others | | | | | | | | | |
| (h) Attitudes toward Work: Degree of enthusiasm with which one performs his work | | | | | | | | | |
| (i) Emotional Stability: Poise and self-control | | | | | | | | | |

(j) Courtesy and Friendliness: Skills in expressing consideration and kindness toward others

1 2 3 4 5 6 7 8 9

(k) Personal Appearance: Neatness, cleanliness, appropriate dress and grooming

1 2 3 4 5 6 7 8 9

(l) Potentialities: Ability to meet and to apply one's self to new situations

1 2 3 4 5 6 7 8 9

8. Please rate the trainee on each of the skills listed below which apply to trainee's work.

| JOB SKILLS | Below Average — Average — Above Average |
|---|---|
| (a) Mathematical ability | 1 2 3 4 5 6 7 8 9 |
| (b) Use of good English | 1 2 3 4 5 6 7 8 9 |
| (c) Speech, ability to convey ideas | 1 2 3 4 5 6 7 8 9 |
| (d) Penmanship | 1 2 3 4 5 6 7 8 9 |
| (e) Knowledge of merchandise | 1 2 3 4 5 6 7 8 9 |
| (f) Salesmanship | 1 2 3 4 5 6 7 8 9 |
| (g) Mechanical aptitude | 1 2 3 4 5 6 7 8 9 |
| (h) Stockkeeping ability, orderliness | 1 2 3 4 5 6 7 8 9 |

9. How would you rate this employee compared to other beginning employees you have hired?

Below Average — Average — Above Average
1 2 3 4 5 6 7 8 9

10. How would you rate the length of the on-job-training period?

Too Short — About Right — Too Long
1 2 3 4 5 6 7 8 9

11. How much of your time was required in the training of this employee?

Little Time — Average Time — Considerable Time
1 2 3 4 5 6 7 8 9

12. Are you interested in continuing as a training station?

Little Interest — Average Interest — High Interest
1 2 3 4 5 6 7 8 9

13. Would you hire this student as a permanent employee? ( ) Yes ( ) No

14. Comments:

Form 2b

## COLLEGE SUPERVISOR'S EVALUATION

1. School: ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name of Trainee _____

3. Program: ( ) Agricultural Business or Supply
( ) Agricultural Mechanics or Machinery Technology
( ) Ornamental Horticulture
( ) Other _____

4. Name of training station _____

5. Name of person making this evaluation _____

6. Please rate the above trainee on each of the traits listed below. Rate by placing a check mark on each rating scale.

| GENERAL TRAITS | Below Average — Average — Above Average |
|---|---|
| (a) Integrity: Trustworthiness, honesty and loyalty | 1 2 3 4 5 6 7 8 9 |
| (b) Dependability: Promptness and reliability in attendance | 1 2 3 4 5 6 7 8 9 |
| (c) Responsibility: Willingness with which work is accepted and performed | 1 2 3 4 5 6 7 8 9 |
| (d) Initiative: Ability to plan and direct one's own work | 1 2 3 4 5 6 7 8 9 |
| (e) Judgment: Ability to make sound decision | 1 2 3 4 5 6 7 8 9 |
| (f) Cooperation: Ability to work with others in harmony | 1 2 3 4 5 6 7 8 9 |
| (g) Leadership: Qualities of understanding people and directing work of others | 1 2 3 4 5 6 7 8 9 |
| (h) Attitudes toward Work: Degree of enthusiasm with which one performs his work | 1 2 3 4 5 6 7 8 9 |
| (i) Emotional Stability: Poise and self-control | 1 2 3 4 5 6 7 8 9 |
| (j) Courtesy and Friendliness: Skills in expressing consideration and kindness toward others | 1 2 3 4 5 6 7 8 9 |

(k) Personal Appearance: Neatness, cleanliness, appropriate dress and grooming — 1 2 3 4 5 6 7 8 9

(l) Potentialities: Ability to meet and to apply one's self to new situations — 1 2 3 4 5 6 7 8 9

7. Please rate the trainee on each of the skills listed below which apply to trainee's work.

| JOB SKILLS | Below Average — Average — Above Average |
|---|---|
| (a) Mathematical ability | 1 2 3 4 5 6 7 8 9 |
| (b) Use of good English | 1 2 3 4 5 6 7 8 9 |
| (c) Speech, ability to convey ideas | 1 2 3 4 5 6 7 8 9 |
| (d) Penmanship | 1 2 3 4 5 6 7 8 9 |
| (e) Knowledge of merchandise | 1 2 3 4 5 6 7 8 9 |
| (f) Salesmanship | 1 2 3 4 5 6 7 8 9 |
| (g) Mechanical aptitude | 1 2 3 4 5 6 7 8 9 |
| (h) Stockkeeping ability, orderliness | 1 2 3 4 5 6 7 8 9 |

8. How would you rate this trainee compared to other trainees you supervised? — Below Average — Average — Above Average: 1 2 3 4 5 6 7 8 9

9. How would you rate the length of the on-job-training period? — Too Short — About Right — Too Long: 1 2 3 4 5 6 7 8 9

10. How would you rate this training station compared to others you supervised? — Below Average — Average — Above Average: 1 2 3 4 5 6 7 8 9

11. Comments:

Form 2c

STUDENT EMPLOYEE EVALUATION

1. School: ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name _____

3. Program: ( ) Agricultural Business or Supply
( ) Agricultural Mechanics or Machinery Technology
( ) Ornamental Horticulture
( ) Other _____

4. Name of training station _____

5. What degree did the following factors and persons contribute to your success as a student worker? (Please check degree of value on each rating scale.)

| | Little Value | | | Average Value | | | Major Value | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) High School courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) College courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Previous work experience | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Special on-job schools | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) College teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) College supervisory visits | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Employer or trainer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Other employees | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (i) Other _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

6. In your opinion what per cent of the total two-year program should be devoted to work experience? (Please rate on scale to the nearest 10%.)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

7. How long was your first work experience program? _____ weeks.

8. How would you rate the length of your work experience program?

| | Too Short | | | About Right | | | Too Long | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

APPENDIX D

Form 3a

EMPLOYER EVALUATION

1. School from which employee graduated ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name of employee _____

3. Program from which employee graduated
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Name of employing firm _____

   Address of employing firm _____

5. Name of person making this evaluation _____

   Title or duties of above person _____

6. Number of present fulltime employees with this local firm _____

7. Is this person still working for you? ( ) Yes ( ) No

8. Please rate the above employee on each of the traits listed below. Rate by placing a check mark on each rating scale.

| GENERAL TRAITS | Below Average | Average | Above Average |
|---|---|---|---|
| (a) Integrity: Trustworthiness, honesty and loyalty | 1 2 3 4 5 6 | 7 8 | 9 |
| (b) Dependability: Promptness and reliability in attendance | 1 2 3 4 5 6 | 7 8 | 9 |
| (c) Responsibility: Willingness with which work is accepted and performed | 1 2 3 4 5 6 | 7 8 | 9 |
| (d) Initiative: Ability to plan and direct one's own work | 1 2 3 4 5 6 | 7 8 | 9 |
| (e) Judgment: Ability to make sound decision | 1 2 3 4 5 6 | 7 8 | 9 |
| (f) Cooperation: Ability to work with others in harmony | 1 2 3 4 5 6 | 7 8 | 9 |
| (g) Leadership: Qualities of understanding people and directing work of others | 1 2 3 4 5 6 | 7 8 | 9 |
| (h) Attitudes toward work: Degree of enthusiasm with which one performs his work | 1 2 3 4 5 6 | 7 8 | 9 |

(i) Emotional Stability: Poise and self-control

1 2 3 4 5 6 7 8 9

(j) Courtesy and Friendliness: Skills in expressing consideration and kindness toward others

1 2 3 4 5 6 7 8 9

(k) Personal Appearance: Neatness, cleanliness, appropriate dress and grooming

1 2 3 4 5 6 7 8 9

(l) Potentialities: Ability to meet and to apply one's self to new situations

1 2 3 4 5 6 7 8 9

9. Please rate the employee on each of the skills listed below which apply to employee's work.

| JOB SKILLS | Below Average | | | Average | | | Above Average | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Mathematical ability | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Use of good English | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Speech, ability to convey ideas | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Penmanship | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Knowledge of merchandise | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Salesmanship | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Mechanical aptitude | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Stockkeeping ability, orderliness | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

10. How would you rate this employee compared to other beginning employees you have hired?

1 2 3 4 5 6 7 8 9

11. Are you interested in hiring other employees in the future, with this type of training when you have openings?

| Little Interest | | | Average Interest | | | High Interest | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

12. How would you rate the value of each of the following as plausible reasons for having cooperative two-year in-service training programs in junior colleges of the type your employee recently graduated from?

| | Little Value 1 2 3 4 5 6 7 8 9 Major Value |
|---|---|
| (a) Furnish employers with list of available employees. | 1 2 3 4 5 6 7 8 9 |
| (b) Offers to business and industry graduates which are more mature and therefore more employable than high school graduates | 1 2 3 4 5 6 7 8 9 |
| (c) Saves industry and business time and money in the training of new employees | 1 2 3 4 5 6 7 8 9 |
| (d) Gives broader background and training than industry usually offers | 1 2 3 4 5 6 7 8 9 |
| (e) Offers a source of future supervisors, managers, and foremen | 1 2 3 4 5 6 7 8 9 |
| (f) Gives students who would not attend a four-year college an opportunity for additional schooling and training | 1 2 3 4 5 6 7 8 9 |
| (g) Furnish a more practical type of training than is usually offered by four-year colleges | 1 2 3 4 5 6 7 8 9 |
| (h) Other (Explain) _____ | 1 2 3 4 5 6 7 8 9 |

13. Comments:

Form 3b

## GRADUATE EMPLOYEE EVALUATION

1. School from which you graduated ( ) Canton ( ) Chicago ( ) Danville ( ) Joliet ( ) Wabash

2. Name _____

3. Program from which you graduated
   ( ) Agricultural Business or Supply
   ( ) Agricultural Mechanics or Machinery Technology
   ( ) Ornamental Horticulture
   ( ) Other _____

4. Present employing firm, military service, or educational institution _____

   _____

5. Title or duties of present position _____

6. Approximate yearly salary, of present position _____

7. Are you working for the same employer with which you did your on-job training? ( ) Yes ( ) No

8. Through what source did you find out about the opening for your present status? (check only one)
   ( ) through advertisement
   ( ) through friend or relative
   ( ) through school from which you graduated
   ( ) through work-experience program
   ( ) through personal efforts
   ( ) through public employment office
   ( ) knew of opening before attending two-year program
   ( ) Other (explain) _____

   _____

9. Why did you accept your present position? (Check degree of influence of each of the following factors)

| | Little Influence | | | Average Influence | | | Major Influence | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (a) Highest rate of pay of any position available | | | | | | | | | |
| (b) Opportunity for advancement | | | | | | | | | |
| (c) Opportunity to live at home or near home | | | | | | | | | |
| (d) Desirable working conditions | | | | | | | | | |
| (e) Personality and attitude of persons doing the hiring | | | | | | | | | |
| (f) Desire for further education | | | | | | | | | |

(g) Influence of parent, relative, or friend 1 2 3 4 5 6 7 8 9

(h) Other (explain) 1 2 3 4 5 6 7 8 9

10. If your present job is different from the work for which you were trained, give your chief reason for changing to another occupation or status (check only one).
( ) Am working in same type of work
( ) No job available in my field
( ) Developed new interest
( ) Disliked work for which I was trained
( ) Found better opportunity
( ) Never intended to stay in this type of work
( ) Instruction program was most nearly related to present work as I could find
( ) This work pays better
( ) Other (explain) _____

11. What do you consider to be the advantages of having completed your training program? (check degree of value of each of the following measures)

| | Little Value | | | Average Value | | | Much Value | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) It helped me to obtain employment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) It gave me a good foundation for advancing in the job | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) It helped me to begin at a higher wage | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) It provided a foundation for additional training and education | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Other (explain) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

12. Rate the value you gained from each of the following activities of your training program.

| | Little Value | | | Average Value | | | Much Value | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Classwork in agriculture | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) On-job-training | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Classwork other than agriculture | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Contact with students of similar interests | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Individual counseling by faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

(f) School clubs and social activities 1 2 3 4 5 6 7 8 9

(g) Other (explain) 1 2 3 4 5 6 7 8 9

13. As a method of selecting beginning students, how would you rate the following factors as indicative of possible success in the training program you have just completed?

| | Little Value | | | Average Value | | | Much Value | | |
|---|---|---|---|---|---|---|---|---|---|
| (a) Total high school grades | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (b) Rank in graduating class | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (c) Test scores (ACT, I.Q., etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (d) Grades in related high school vocational courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (e) Recommendation of high school principal and teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (f) Personal interview and screening process by college personnel | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (g) Written statement by student of reason for wanting to attend school | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (h) Previous work experience | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| (i) Other (explain) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

14. Would you like additional training in the field in which you are now employed? ( ) Yes ( ) No If answer is yes, describe what type of training.

_____

_____

_____

_____

15. What specific suggestions do you have to offer for the improvement of the training program from which you graduated?

_____

_____

_____

_____

16. Would you recommend the training program you took to your best friend?
( ) Yes ( ) No

17. Comments:

# APPENDIX E

## INFORMATION FOR THE 1966 STUDENTS

The table numbers in this supplement, other than Table 1, correspond to those in Chapter 2. The information is summarized for the 228 students who enrolled in the fall of 1966 in the five schools.

### TABLE 1

Average Age, Average ACT Scores, and Percentile Rank In High School Graduating Class

| | Number of Students | Average Age of Student | Number of Students | Average ACT Scores | Number of Students | Percentile Rank |
|---|---|---|---|---|---|---|
| All Students | 228 | 18.59 | 137 | 16.36 | 218 | 37.78 |

### TABLE 2

Distance of High Schools Attended From College Attended

| Miles from College | Number of Students | Per Cent of Students |
|---|---|---|
| 0-25 | 54 | 24.11 |
| 25-50 | 57 | 25.45 |
| 50-75 | 20 | 8.93 |
| 75-100 | 44 | 19.64 |
| 100-200 | 40 | 17.86 |
| Over 200 | 9 | 4.01 |
| TOTALS | 224 | 100.00 |

TABLE 3

Two-Year Agriculture Students High School Course and Grade Records

| Subjects | Number with One Semester of More Credit | Grade Point Average[1] | Average Years for All Students[2] |
|---|---|---|---|
| English | 227 | 2.73 | 3.50 |
| Language | 37 | 2.64 | 0.27 |
| Mathematics | 227 | 2.83 | 2.02 |
| Science | 220 | 2.92 | 1.95 |
| Social Studies | 226 | 3.00 | 2.10 |
| Vocational Ag. | 182 | 3.87 | 2.77 |
| Other Vocational Courses[3] | 187 | 3.30 | 1.58 |

[1]Grade point figured by student grade regardless of number of semesters taken.

[2]Average years is figured by total students.

[3]Other vocational courses are either shop or business courses in most cases.

TABLE 4

Occupation of Students' Father or Guardians When Enrolled In Agricultural Program

| Occupations | Number of Students | Per Cent of Students |
|---|---|---|
| Farming | 153 | 71.16 |
| Related to Agriculture | | |
| Professional & Government | 2 | 0.93 |
| Sales, Service, & Clerical | 10 | 4.65 |
| Skilled | 3 | 1.40 |
| Semi-Skilled | 2 | 0.93 |
| Owner | 0 | 0.00 |
| TOTAL | 17 | 7.91 |
| Not Related to Agriculture | | |
| Professional & Government | 5 | 2.33 |
| Sales, Service, & Clerical | 3 | 1.40 |
| Skilled | 17 | 7.90 |
| Semi-Skilled | 17 | 7.90 |
| Owner | 0 | 0.00 |
| Deceased | 3 | 1.40 |
| TOTAL | 45 | 22.93 |
| TOTALS | 215 | 100.00 |

TABLE 5

Number of Students Commuting to Colleges and the Distance

| Miles | Number | Per Cent of Total |
|---|---|---|
| 0- 9.9 | 14 | 6.28 |
| 10-19.9 | 12 | 5.38 |
| 20-29.9 | 12 | 5.38 |
| 30-39.9 | 9 | 4.04 |
| 40-49.9 | 3 | 1.34 |
| 50-59.9 | 1 | 0.45 |
| 60-69.9 | 0 | 0.00 |
| 70-79.9 | 0 | 0.00 |
| 80 and Over | 0 | 0.00 |
| TOTAL | 51 | 22.88 |
| Not Commuting | 172 | 77.12 |
| TOTALS | 223 | 100.00 |

TABLE 6

Expected Occupation of Students In Five Years, If Not In Military Service

| Occupations | Number of Students | Per Cent of Students |
|---|---|---|
| Farming | 89 | 41.20 |
| Related to Agriculture | | |
| Professional & Government | 4 | 1.85 |
| Sales, Serivce, & Clerical | 40 | 18.52 |
| Skilled | 47 | 21.76 |
| Semi-Skilled | 0 | 0.00 |
| Owner | 2 | 0.93 |
| Other | 23 | 10.65 |
| TOTAL | 116 | 53.71 |
| Not Related to Agriculture | | |
| Professional & Government | 1 | 0.46 |
| Sales, Service, & Clerical | 3 | 1.39 |
| Skilled | 7 | 3.24 |
| Semi-Skilled | 0 | 0.00 |
| Owner | 0 | 0.00 |
| Other | 0 | 0.00 |
| TOTAL | 11 | 5.09 |
| TOTALS | 216 | 100.00 |

TABLE 7

The Yearly Salary or Wage Students Checked They Planned To Be Making Five Years After Enrollment If They Were Not In the Military Service

| Expected Salary | Number of Students | Per Cent of Students |
|---|---|---|
| $ 2,000 | 0 | 0.00 |
| $ 3,000 | 4 | 1.83 |
| $ 4,000 | 3 | 1.37 |
| $ 5,000 | 12 | 5.48 |
| $ 6,000 | 17 | 7.76 |
| $ 7,000 | 41 | 18.72 |
| $ 8,000 | 45 | 20.55 |
| $ 9,000 | 29 | 13.24 |
| $10,000 | 44 | 20.09 |
| $11,000 | 6 | 2.74 |
| $12,000 | 8 | 3.65 |
| Over $12,000 | 10 | 4.57 |
| TOTAL | 219 | 100.00 |

TABLE 8

Degree of Influence Certain Factors Had On Students' Decision To Continue Education After High School

| Factors | Degree of Influence |
|---|---|
| Friends continuing in school | 3.7 |
| Lack of employment opportunities | 3.9 |
| Military deferment | 2.9 |
| Increase earning ability | 7.5 |
| Social Prestige | 4.0 |
| Enjoy school work | 4.0 |
| Enjoy school activities | 4.3 |

TABLE 9

Degree of Influence Certain Persons Had On Students' Decisions To Continue Education After High School

| Persons | Degree of Influence |
|---|---|
| Parents | 6.3 |
| Brothers or sisters | 3.5 |
| Other relatives | 4.2 |
| Friends | 4.8 |
| Vocational agriculture teachers | 5.3 |
| Other teachers | 4.5 |
| Guidance Counselor | 4.7 |
| School administrator | 3.9 |

TABLE 10

Degree of Influence Certain Persons and Factors Had On Students' Selection of Their School and Program

| Persons and Factors | Degree of Influence |
|---|---|
| Parents or Relatives | 5.0 |
| Friends | 3.9 |
| Vocational agriculture teachers | 4.9 |
| Other teachers | 3.0 |
| Low tuition | 3.9 |
| Location of school | 5.3 |
| Ability to work part-time and attend school | 4.4 |

TABLE 11

Student's Rating of a Desire For Different Types of Work Situations

| Work Situation | Degree of Desire |
|---|---|
| Working out-of-doors | 7.3 |
| Working with hands | 7.2 |
| Working with machinery | 7.2 |
| Working with plants or animals | 6.3 |
| Working foreman | 6.0 |
| Office work | 3.6 |
| Sales work | 4.6 |
| Educational work | 4.0 |
| Supervising others | 5.3 |
| Traveling position | 4.1 |
| 48 hour week or less | 4.7 |
| Manager | 6.4 |
| Owner | 7.1 |

TABLE 12

Student's Opinion of the Value of High School Course Areas in College and in Future Work

| Course Area | Value of Help |
|---|---|
| English | 5.7 |
| Language | 4.0 |
| Mathematics | 6.4 |
| Science | 6.0 |
| Social Studies | 4.7 |
| Vocational agriculture | 7.8 |

TABLE 13

Student's High School Activities, Other Than Class Work and the Rating of the Value of These Activities

| Office | No | Value | No | Value | No | Value | No | Value |
|---|---|---|---|---|---|---|---|---|
| President | 34 | 8.2 | 14 | 6.5 | 10 | 5.7 | 11 | 8.0 |
| Vice Pres. | 35 | 7.3 | 10 | 6.6 | | | 10 | 9.5 |
| Secretary & Treasurer | 33 | 7.2 | 2 | 6.5 | | | 4 | 6.0 |
| Other Office | 20 | 6.1 | 17 | 5.9 | | | 12 | 5.4 |
| Member Only | 47 | 6.4 | 4 | 7.5 | 55 | 5.8 | 72 | 5.3 |
| TOTAL | 169 | | 47 | | 65 | | 109 | |

TABLE 14

Student's Work Experience After the Age of Sixteen Years and the Rating of the Value of This Experience

| | Type of Work Experience | | | | | |
|---|---|---|---|---|---|---|
| | Farm | | Related to Agriculture | | Non-Agriculture Work | |
| Employer | No | Value | No | Value | No | Value |
| Father | 99 | 7.9 | 8 | 7.8 | 4 | 6.5 |
| Other | 84 | 7.2 | 82 | 5.7 | 149 | 6.3 |
| Self-employed | 14 | 8.4 | 4 | 8.5 | 3 | 7.3 |
| TOTAL | 197 | | 94 | | 156 | |

TABLE 15

Length of Course Student's Would Prefer Who Are Now Enrolled
In Two-Year Programs

| Length of Course | Number of Students | Per Cent of Students |
|---|---|---|
| 6 months | 6 | 2.70 |
| 1 year | 13 | 5.86 |
| 2 years | 127 | 57.21 |
| 3 years | 22 | 9.91 |
| 4 years | 45 | 20.27 |
| Over 4 years | 9 | 4.05 |
| TOTAL | 222 | 100.00 |